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ABSTRACT

The site review program guide is designed to assist local education agencies (LEAs) in the full implementation of Wiconsin's Chapter 115, federal law P.L. 94-142 (the Education for All Handicapped Children Act), and Section 504 of the Rehabilitation Act of 1973 through a systematic review and monitoring of the total special education program. The guide is divided into 12 sections, each representing a special education program component; screening and referral, nondiscriminatory testing and evaluation, multidisciplinary team and placement procedures, educational program and least restrictive alternative, development and implementation of the individual educational program, supportive and related services, confidentiality of personally identifiable data, hearings and appeals, special education administrative structure, certification of personnel and staff development, parent involvement, and building facilities. For each component, there are a number of specific questions which address a range of activities or processes by which LEAs implement the component. (SBH)

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A SPECIAL EDUCATION PROGRAM REVIEW GUIDE

Prepared by:

DIVISION FOR HANDICAPPED CHILDREN

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

MADISON, WISCONSIN

Spring, 1979

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INTRODUCTION

This site review program guide has been developed by the Division for Handicapped Children of the Wisconsin State Department of Public Instruction. The purpose of the guide is to assist LEAs in the full implementation of Chapter 115, federal law Public Law (P.L.) 94-142 and Section 504 through a systematic review and monitoring of the total special education program. The review should assist in identifying general or specific LEA deficiencies and technical assistance needs from the DPI or other agency resources. It can be of value to an LEA in communicating with the DPI on how well it is meeting its legal mandates and directive in its requests for assistance. The review will provide information on the extent to which the LEAs have achieved the full service goals and its associated components. It will also result in useful and practical recommendations to assist each LEA in the full implementation of programs and services for children with exceptional educational needs.

School districts should be appraised that the site review visitation process includes the potential for referral of an LEA for a subsequent program audit if there is some evidence that suspected or identified EEN children are not being appropriately identified, referred, evaluated, or placed within the provisions of the statutes and rules. In a deposition to the Eastern District Federal Court dated October 14, 1977, the division administrator indicated that when information is furnished from any source suggesting a basis for a probable allegation of noncompliance, a subsequent program audit investigation will be conducted by the division. Potential sources within this context include individual DHC field supervisors, parents, parent groups, child advocates, and site review teams.

CESA - cooperative educational service agency
CHCEB - county handicapped children's education board
DHC - division for handicapped children
DPI - department of public instruction
EEN - exceptional educational needs
FEA - federal educational agency
IEP - individual educational program
LD - learning disabilities
LEA - local educational agency
SEA - state educational agency

PRELIMINARY DATA ACQUISITION

A. IDENTIFYING INFORMATION

DISTRICT NAME: _____

ADDRESS: _____

_____

_____

PHONE: ( ) _____ COUNTY: _____

TYPE OF AGENCY: DISTRICT ( ); CESA ( ); CHCEB ( );
66.30 ( ) (Check one)

ENROLLMENT:

Total Enrollment _____
EEN Enrollment _____

DIRECTOR OF SPECIAL EDUCATION:

_____

PROGRAM DESIGNEE (if no Director is contracted)

_____

LOCAL COORDINATOR OF EEN SERVICES (if Director is contracted)

_____

DISTRICT ADMINISTRATOR _____

LOCAL SITE REVIEW CONTACT PERSON:

_____

B. SITE REVIEW TEAM

DATE OF PROGRAM REVIEW: - - to - - _____

NAMES, TITLES, AND AGENCY OF REVIEW TEAM MEMBERS:

(Chairperson) _____

(Co-Chairperson) _____

(Team) _____

" _____

" _____

" _____

" _____

LEA Peer Monitor _____

RIGHT TO EDUCATION POLICY

It is the policy of the State of Wisconsin to provide a free appropriate public education to all children with exceptional educational needs (EEN) ages 3 to 21. A free appropriate public education for children with EEN is defined as special education and related services which are provided at public expense, under public supervision and direction, without charge to the parents, which meets state standards and which is provided in conformity with the child's individual educational program (IEP). Subchapter IV, Chapter 115, Wis. Stats. and PI 11, Wis. Admin. Code, mandates that Wisconsin school districts provide children with EEN special education and related services commensurate with their needs, according to the child's IEP and at no cost to the parents. An integral part of this policy requires that children with EEN and their parents will be afforded their legal rights and full due process of the law.

In Wisconsin children in need of special education and related services are defined as "children with exceptional educational needs" (EEN). Children with EEN means any child who has a physical, mental, emotional, or learning disability which, if the full potential of the child is to be attained, requires educational services to the child to supplement or replace regular education. Children with the following conditions, in addition to children with such other conditions as the State Superintendent of Public Instruction determines, may require educational services to supplement or replace regular education: a) physical or orthopedic disability; b) mental retardation or other developmental disabilities; c) hearing impairment; d) visual disability; e) speech or language disability; f) emotional disturbance; g) learning disability; h) pregnancy, including up to 4 months after the birth of the child or after the close of the school year; i) any combination of conditions named by the State Superintendent or enumerated above. A child shall not qualify as a child with EEN unless the handicapping condition(s) requires special education.

All children and youth in the public and private sectors who are in need of special education and related services shall be identified, with first priority being the identification of children with EEN who are not in school. Subchapter IV, Chapter 115, was enacted to ensure the identification of such children and the development of services to appropriately serve the needs of these children. The identification process shall include screening, referral and multidisciplinary (M-team) procedures.

C. DIRECTIONS FOR COMPLETION BY SITE REVIEW TEAM OR LEA

The following review guide is divided into 12 sections, each representing a Special Education Program Component. These include components of:

1. Screening and Referral
2. Nondiscriminatory Testing and Evaluation
3. M-team and Placement Procedures
4. Educational Program and Least Restrictive Alternative
5. Development and Implementation of the Individual Educational Program (IEP)
6. Supportive and Related Services
7. Confidentiality of Personally Identifiable Data
8. Hearings and Appeals
9. Special Education Administrative Structure
10. Certification of Personnel and Staff Development
11. Parent Involvement
12. Building Facilities

For each component, there are a number of specific questions which address a range of activities or processes by which LEAs implement the component. The majority of the activities reflect the mandates and rules of Chapter 115, P.L. 94-142, or Section 504. Several activities represent desirable but not mandated practices.

Respond to each question by checking either: Yes, No, or Needs Improvement in the appropriate box next to the question indicating whether the district is conducting the activity. Make qualifying remarks in the "Comments" space following each question if clarification is required or needed.

If appropriate, provide in the section following, specific comments and/or recommendations of the Site Review team to assist the LEA in the implementation of the component. In the self-analysis approach prior to the Site Review, the LEA may also elect to utilize this section for any clarifying statements.

When completing the LEA self-analysis, be sure to complete the Summary Results section at the end of this document. Make certain appropriate personnel have signed this document.

To: LEA Director of Special Education or Program Designee

From: Site Team Chairpersons

In submitting your local self-evaluation two weeks in advance of the scheduled site visit, please follow the next instructions.

Attach to this page a xerox copy of your latest School District Plan, Part A - Exceptional Needs Assessment (P.I. 2176 (Rev. 4-78)) submitted last August. Include only Pages 1 - 3.

Component #1 - Screening and Referral

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Sec. 614(a)(1)(A) Sec. 121a.128 and 121a.220	1.01	Does the LEA have a continuous process of seeking out and referring all persons from birth through 21 years who may be in need of special education programs and services? Comments:			
DHC Recommendation (See DHC Bulletin 78-5)	1.02	Does the LEA include questions on the school census to locate children in need of EEN services? Comments:			
PI 11.02(1)(b)1. and (2)(a) Sec. 121a.128 and 121a.220	1.03	Does the LEA use the media for the purpose of conducting an awareness program to inform parents and the general public of screening and referral services for handicapped children ages 0-21? Comments:			
PI 11.02(1)(b)	1.04	Does the LEA have written, established procedures and forms to guide agency referrals: a. from within the school referral sources? b. from outside referral sources? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
DHC Recommendation (See DHC Bulletin 78-6)	1.05	Are district procedures established whereby the census data pertaining to handicapped children is communicated/forwarded to the special education director, supervisor, or designee? Comments:			
Sec. 115.85(3)	1.06	Does the LEA have an established plan to conduct an annual needs assessment of children presently served and/or those anticipated as needing service? Comments:			
PI 11.02(2)(a)3. PI 11.11(4)(b)8.	1.07	Does the director of special education or the program designee have input and responsibility for those elements of the screening process designed to identify potential EEN children? Comments:			
Sec. 115.80(2) PI 11.02(2)(b)	1.08	Does the LEA have a written plan and procedures for screening which is being implemented for: a. children entering school for the first time? b. transfer students new to LEA (public and private)? c. students currently enrolled in LEA? d. children below school age (0-5 population)? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.02(2)(c)	1.09	Does the LEA use: a. formal assessment procedures and/or evaluation instruments in the screening program? b. informal assessment procedures and/or evaluation instruments in the screening program? Comments:			
PI 11.02(1)(b)3. and 4.	1.10	Does the LEA procedures and/or forms clearly distinguish between suspected EEN children and non-EEN children? Comments:			
DHC Recommendation	1.11	Has the district identified/designated persons responsible for receipt of referrals? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.02(1)(b)1.b. and 2.a. Sec. 615(b)(1)(C)	1.12	Has the LEA formulated a followup system which includes: a. an established procedure to ensure that the parents were informed that a referral was made to the school by an outside referrant? (DHC recommends that this be in writing) b. an established procedure to ensure that the parents were informed that a referral was made by an in-school referrant? (This is to be in writing) c. an established procedure to document for the school board the manner in which the parents were informed about the referral?			

Comments:

Review Team Comments/Recommendations

LEA Comment/Response

Component #2.00 Nondiscriminatory Testing and Evaluation

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.03 (12) PI 11.32 (3)(a)2.C. Sec. 612(5)(C)	2.01	Does the LEA have an established written policy to ensure that all testing and evaluation procedures are selected and administered so as not to be racially or culturally discriminating?			
		Comments:			
DHC Recommendation Sec. 612(5)(C) Sec. 121a.532 SS84.35(b)(1),(2),(3)	2.02	Does the LEA in selecting and administering tests and evaluations consider the following? a. local norms when norm-referenced tests are used with minority children? b. criterion-based tests? c. developmental checklists when appropriate? d. use of trained test administrators who are familiar with the culture, language, and social patterns of minority children? e. employment of interpreters when the test administrator(s) cannot communicate in the child's primary language or chief mode of communication, unless it is clearly not feasible to do so?			
		Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Sec. 612(5)(C) Sec. 121a.532(c) SS84.35(b)(3)	2.03	Does the LEA adapt or develop assessment instruments for individual children when they exhibit deficits in the following areas (except when these areas are the factors which the test purports to measure): a. sensory? b. manual? c. communicative? Comments:			
Sec. 121a.532(d)	2.04	Are decisions regarding disability, handicapping condition and need for special education determined by more than one assessment tool or procedure? Comments:			
Sec. 612(5)(C) Sec. 121a.532(c) SS84.35(b)(3)	2.05	Are tests selected and administered so as best to ensure to a child with impaired sensory, manual, or speaking skills that the test results accurately reflect the child's aptitude or achievement level rather than the child's impairment, except when the test(s) purport to assess such impairments? Comments:			

Review Team Comments/Recommendations

LEA Comment/Response

Component #3.00 M-team and Placement Procedures

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.03 PI 11.04 PI 11.32 PI 11.33	3.01	Does the LEA have a written policy regarding: a. M-team procedures? b. placement procedures? Comments:			
PI 11.03(2)(a) and (b)	3.02	Who is responsible for the establishing and functioning of the district's multidisciplinary team: a. director of special education? b. appropriate supervisor of special education? c. program designee? Comments:			
PI 11.03(2)(c)	3.03	Are referrals for M-team evaluation from the private school sector honored? Comments:			
Sec. 115.80(3)(b) PI 11.03(4) Sec. 121a.504(b)(1)	3.04	Is written parental consent obtained before the M-team process begins? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.32(3)(a)2.	3.05	Does the person chairing the M-team: a. determine the required data needs based upon the referral behavior of the child? b. determine additional data needs based on referral behavior of the child? c. oversee the collection and/or evaluation of specific data? Comments:			
PI 11.03(3)(b)	3.06	Are at least two members of the M-team(s) direct (contracted) employees of the school district of residence? a. does the M-team have at least two members who have expertise in assessment and programming for the EEN of the child being evaluated? Comments:			
PI 11.03(3)(c)	3.07	Are all appointed members of the M-team(s) public school employees? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.03(6)	3.08	Does the process from the date of receipt of parental approval for M-team assessment to the receipt of the placement notice by the parents last no longer than 90 calendar days? Comments:			
PI 11.03(6)(a) and (b)	3.09	Does the LEA have procedures to follow should the time line not be met? Comments:			
Sec. 121a.500(b) and (c) Sec. 121a.505(a)(3)	3.10	In requesting parental permission to evaluate a child, do staff explain to the parent(s): a. why an evaluation is needed? b. the evaluation (including testing) procedures to be used? c. limitations of the evaluation? d. how the obtained data will be used? Comments:			
Sec. 615(D) Sec. 121a.505(b)(2) and (c)	3.11	Have procedures been instituted for communicating with families based on: a. parents' native language? b. sign language? c. readers? d. interpreters? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.03(7) Sec. 121a.345(a)	3.12	Are parents encouraged to participate in M-team meetings and invited to participate in the final M-team conference when recommendations and findings are shared? Comments:			
PI 11.03(7)	3.13	Are parents given the opportunity to bring an advisor (friend or professional) with them to M-team meetings? Comments:			
Sec. 121a.345(a)(1) and (2)	3.14	Are attempts made to schedule all meetings at a time convenient for both parents and school personnel? Comments:			
Sec. 115.81(4) Appendix D, Rules, Chapter 115 Sec. 615(b)(1)(A)	3.15	Have provisions been made to notify the parents that they have the right to examine all records regarding the identification, evaluation, and educational placement of the child? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.32(3)(a)1.a.-e.	3.16	Does the M-team evaluation process include collection and analysis of: a. written documentation from referral sources? b. report of educational performance, e.g., behavioral and academic, from the child's teacher and/or other referral sources? c. a description and documentation of previous interventions, including educational, medical, social, and any other interventions attempted to assist the child? d. social, emotional, and behavioral factors and peer and adult interactions in school, home, and community? e. age of onset of the condition? Comments:			
PI 11.32(3)(b)	3.17	Does the special education teacher's written report include the following in the context of special education: a. review, analysis, and incorporation of information from documentation of any interviews, observations, and tests utilized? b. conclusions on the child's: 1) current behavioral, social, and academic functioning? 2) individual learning style and how specific concepts and/or skills are required and utilized? Comments:			

Statutory and Rul Reference		Questions:	Yes	No	Needs Improvement
PI 11.03(4)(b)3.a.b. and c.	3.18	For children determined to have other than exceptional educational needs, are recommendations made for alternative service/placement considerations? Comments:			
PI 11.32(5)(a)1.2. and 3.	3.19	Does the M-team's educational plan include: a. statement of child's needs regardless of availability of local resources? b. goal statements and general objectives to meet the child's needs in the following areas: 1) specific recommendations for academic and/or behavioral interventions necessary in special and/or regular education? 2) supportive services? 3) related services? 4) school/parent communications? c. provisions for regularly scheduled followup consultations between staff? d. input of parent, if any? Comments:			
Sec. 121a.543(c) DHC Recommendations	3.20	Is the M-team plan signed by all members including their titles? (Required for children referred as having suspected LD) Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.32(4)(a)(1) Sec. 121a.543(c) DHC Recommendations	3.21	Do all members of the M-team submit individual reports based on their professional expertise? a. do individual members including parents submit a separate report should they disagree with the majority findings? Comments:			
Sec. 115.81(2)(a) PI 11.03(10)	3.22	Do parents receive a copy of the M-team plan? Comments:			
Sec. 615(b)(1)(D)	3.23	Are the results of the evaluations and subsequent recommendations made given to the parents through their primary language or other mode of communication if necessary? Comments:			
PI 11.03(7) PI 11.11(4)(b)1. PI 11.33(1)(a)	3.24	Who makes the program placement decisions: a. board members? b. director or supervisor of special education? c. program designee? d. other? (specify) Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Sec. 115.81(2)(b) PI 11.33(1)(b) Sec. 121a.533	3.25	Does the placement plan include: a. type of program? b. level of program? c. location of program? d. personnel involved? e. statement regarding duration in special education: 1) projected date of enrollment? 2) anticipated length of involvement in special education? f. statement of responsibilities of: 1) special education staff? 2) regular education staff who modify or adapt their usual methods/presentations? 3) supportive services? 4) related services?			
		Comments:			
Sec. 115.81(2)(b) PI 11.03(11) Sec. 615(b)(1)(D) Sec. 121a.505(b)(2) and (c)	3.26	Are parents informed in writing in their native language or other mode of communication and receive a copy of the placement plan?			
		Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Sec. 615(b)(1)(D) Sec. 121a.505(b)(2)and (c) DHC Recommendation	3.27	Are the parents advised through their primary language or other mode of communication, if necessary: a. regarding the specific objectives to be achieved in the recommended placement? b. why the recommended placement is the least restrictive setting for the child? c. of the implications of the proposed placement, including the expected general educational achievements of the child and possible career goals? d. of other options for special education placements available to the child? e. that the placement decision will be reviewed periodically, but at least annually? Comments:			
PI 11.03(7) PI 11.04(1)(a) Sec. 615(b)(1)(D)	3.28	Are the parents advised both orally and in writing regarding the foregoing prior to placement? Comments:			
Sec. 115.85(2) PI 11.04(1)(a)	3.29	Is written consent of the child's parents obtained prior to placement? Comments:			

Review Team Comments/Recommendations

LEA Comment/Response

Component #4.00 Educational Program and Least Restrictive Alternative

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.34(2)(a)-(i)	4.01	Does the LEA have a written definition which conforms to the state rule definitions of the following EEN conditions: a. physical, crippling, or orthopedic? b. mental retardation or other developmental disabilities? c. hearing impairment? d. visual impairment? e. speech or language? f. emotional disturbance? g. learning disability? h. pregnancy? i. multiple handicapped? (specify) Comments:			
Appendix H, Rules, Chapter 115 Sec. 121a.550 SS84.34(a) DHC Recommendation (See DHC Bulletin 78-4)	4.02	Is there evidence the LEA is employing the least restrictive programming alternatives in the implementation of educational placement plans, as defined in 3.25? a. is there a written statement of assurance of other program alternatives (other than self-contained) attached to the annual plan of service? b. do the school buildings and/or instructional facilities use appropriate settings for all special education programs? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Appendix H, Rules, Chapter 115 Sec. 121a.551	4.03	Does the LEA have a written policy outlining its responsibility to provide and/or make available a continuum of special education services for all handicapping conditions? Comments:			

Statutory and Rule Reference

PI 11.21 - PI 11.27 4.04 (Please refer to directions on following page)

PROGRAMS PRESENTLY OFFERED BY THE DISTRICT

	Early Childhood (age 0-6)	No. of Students	Primary	No.	Inter-mediate	No.	Elem. Wide Range	No.	Middle Sch./ Jr. High	No.	Senior High	No.	Sec. Wide Range	No.
MR (m) (Mild-borderline)														
MR (s) (moderate-severe)														
Emotionally Disturbed														
Learning Disabilities														
Speech and Language														
School Age Mothers														
Vision														
Hearing														
Physical/ Multiply Handicapped														
Early Childhood - Generic														
*Pilot Programs														

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(Continued on next page)

Program Type:
Self-Contained Complete (SCC)
Self-Contained Modified (SCM)
Self-Contained Integrated (SCI)
Resource Room (RR)
Itinerant (I)
Homebound or Hospital Instruction (HB or HI)

*Pilot Programs
Multicategorical (M-C)
Federal Supported Programs
Vocational Education (VOC)
Title IV-C (IV-C)
Public Law 94-142 (94-142)
Other (Explain with Addendum)

INSTRUCTIONS:
List the number of program types and abbreviation under the levels of programming.
Some levels may have more than one program type.
"District programs" include contracted, cooperative programs (where the district is the fiscal agent)
Refer to your Annual Plans of Service.
"No." = number of children served in programs.

Number of Special Skills Teachers	MR (mild-borderline)	MR (moderate-severe)	Emotionally Disturbed	Learning Disabilities	Speech and Language	School Age Mothers	Vision	Hearing	Physical/Multiply Handicapped	Early Childhood-Generic	*Pilot Programs
Program Support											
Elementary											
Secondary											
3-21											
Diagnostic											
Elementary											
Secondary											
3-21											
Media (SEIMC)											
3-21											

*Please refer to previous page of directions for information on pilot programs.

INSTRUCTIONS:
Show program support, diagnostic, and media teachers by full time equivalency (FTE)

Statutory and Rule Reference

Sec. 115.85

4.05 If the district does not operate a program(s) for a specific handicapping condition, please indicate in the following table where specific programs are being offered.

Handicapping Condition Area:		LEA Where Program is Located:
_____	----------	_____
		_____
		_____
_____	----------	_____
		_____
		_____
_____	----------	_____
		_____
		_____
_____	----------	_____
		_____
		_____

Review Team Comments/Recommendations

LEA Comment/Response

Component #5.00 Development and Implementation of the Individual Educational Program (IEP)

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Sec. 121a.532(e) Sec. 121a.540	5.01	Is the special education director or the special education supervisor or the program designee responsible for:			
		a. ensuring the IEP is developed by the appropriate individuals represented on the IEP committee:			
		1) the child's teacher(s)?			
		2) a representative of the public agency other than the child's teacher(s), who is qualified to provide or supervise the provision of special education (someone in a management role)?			
		3) one or both of the child's parents?			
		4) the child, when appropriate?			
		5) other individual(s) at the discretion of the parent(s) or agency?			
PI 11.33(1)(c)		b. systematic followup, monitoring, and evaluation of the M-team plan and the IEP?			
		c. ensuring that the annual review and updating of the IEP occurs?			
		d. ensuring that the child's IEP is a consolidated document representing all of the staff involved in the child's program?			
		Comments:			
PI 11.33(2)(b)	5.02	Is the special education teacher designated as having primary responsibility for the child's program given primary responsibility for coordinating the work of the committee in developing and revising the IEP?			
		Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.33(2)(c)	5.03	Does regular education, including vocational education, contribute goals and objectives to the IEP, if there are to be program modifications of regular education?			
		Comments:			
PI 11.33(2)(c)	5.04	Do supportive and related services contribute goals and objectives to the IEP if involved in the child's program?			
		Comments:			
Sec. 121a.307	5.05	If the child is to be a participant in regular physical education, is this stated on the IEP?			
		Comments:			
Sec. 121a.307	5.06	If the child is to receive adaptive physical education or other means to assist motor development, are annual goals and objectives included on the IEP?			
		Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.33(2)(d) Sec. 121a.345(f)	5.07	Is a copy of the IEP: a. accessible to each professional staff person who provides a special program to the child? b. kept as part of the behavioral records of the child? c. available upon request to the operating LEA: 1) from the district of residence? 2) the teacher? 3) the student, if over 18 years of age?			
		Comments:			
PI 11.33(2)	5.08	Is the IEP: a. in place on the first day of school for continuing students? b. fully developed within six weeks of actual placement within a class/program for new students?			
		Comments:			
PI 11.33(2) Sec. 121a.343(d)	5.09	Is the IEP revised periodically, when necessary, but not less than annually?			
		Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.33(2)(a)1. and 2.a.-d. Sec. 121a.346	5.10	Does the IEP include: a. statement of the present levels of educational performance of the child? b. statement of annual goals and short-term objectives based on the goals established by the M-team? c. method of measurement? d. performance criteria? e. anticipated timeline for meeting criteria? f. specifically needed educational, supportive, and related services required to meet the EEN? g. personnel responsible for delivery of services? h. estimation of percentage of time in special and regular education? i. enumeration of anticipated interventions, methods and materials to be employed? j. process for evaluation upon attainment of objectives, or at the end of the school year?			
		Comments:			
Sec. 121a.345	5.11	If the parent does not wish to participate in planning the IEP, does the LEA maintain a detailed record of phone calls, correspondence and/or home visits made to convince them they should attend?			
		Comments:			

Review Team Comments/Recommendations

LEA Comment/Response

Component #6.00 Supportive and Related Services

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.33(2)(a)2.b. Sec. 121a.346(c) SS84.33(b)(1)	6.01	Are the supportive/related services recommended for a child by the M-team directly related to the long and short-term educational objectives specified in the IEP?			

Comments:

SS84.33(c)(2)
SS84.37(a)(b) and (c)

6.02 Does the LEA provide the following services either through its own staff or through other sources (check source):

		LEA	CESA	CHCEB	Other
a.	physical therapy?				
b.	occupational therapy?				
c.	social services?				
d.	guidance and counseling?				
e.	psychological?				
f.	health and nursing?				
g.	special transportation?				
h.	boarding home service?				
i.	recreational programs?				
j.	physical education?				
k.	intramural activities?				
l.	extracurricular activities?				
m.	others? specify below.				

Comments:

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.18(2)(b)	6.03	Does the LEA have a systematic plan for providing educational services to school-age pregnant girls and mothers? Comments:			
PI 11.19(2)	6.04	Is there a systematic plan for providing: a. physical therapy? b. occupational therapy? Comments:			
PI 11.19(2)(a)-(d)	6.05	Does the plan include goals, processes, procedures, evaluation design? Comments:			
PI 11.19(3) and (8)(b)2.	6.06	Is the physical therapist/occupational therapist included in M-team evaluations for children who require these related services? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.19(6)(b)	6.07	Are the physical facilities identified where this treatment is to take place? Comments:			
PI 11.19.(7)(b)4. and (8)(b)2.	6.08	Does the occupational therapist/physical therapist have adequate medical information, the physician's prescription on Form #PI DHC CC127 and the M-team evaluation report and placement decision before the child is enrolled in the program? Comments:			
PI 11.19(7)(b)4. and (8)(b)4.	6.09	Is there a reciprocal exchange of medical and social information between division and local professional personnel concerned with child's placement and total health needs? Comments:			
PI 11.19(7)(b)5. and (8)(b)5.	6.10	Does each child receiving treatment have a complete and current prescription record? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.19(7)(b)4. and (8)(b)2.	6.11	Is each child receiving occupational therapy/physical therapy re-evaluated yearly by the professional treating the child and is medical information and a prescription from a licensed physician on record?			
		Comments:			
Sec. 121.02(1)(i) PI 8.01(2)(i)	6.12	Is emergency nursing service provided under the direction of nurse(s) registered in Wisconsin: a. school nurse? b. written contractual agreement with the public health agency at no cost to LEA? c. written agreement with medical clinic, hospital or public health agency?			
		Comments:			
PI 8.01(2)(i)	6.13	Is medical direction provided by: a. designated local physician? b. designated representative of county or area medical society? c. medical clinic with medical clinic physician on call?			
		Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 8.01(2)(i)	6.14	Are emergency nursing services available during the regular school day including curricular and co-curricular activities? Comments:			
PI 8.01(2)(i)	6.15	Does the school district have written policies developed by the school nurse and the medical advisor relating to: a. procedures to be followed in case of accidental injury or illness? b. designation of responsible individual to assist with emergency nursing program? c. procedure for handling medication? d. plan for parental approval of emergency medical care? e. record system including accident investigation and log of service performed? Comments:			
PI 8.01(2)(c)	6.16	Are inservice programs for first aid training provided for designated LEA personnel? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 8.01(2)(i)	6.17	Are equipment and supplies adequate and readily accessible for emergency care? Comments:			
PI 8.01(2)(i)	6.18	Is an annual review made of emergency nursing services by the school board? Comments:			
Sec. 121a.31(b)	6.19	Is the district involved in identification of children with hearing loss: a. provided by the Wisconsin Hearing Conservation Program? b. other? c. is there a procedure for diagnostic followup? Comments:			
PI 11.02(2)(b)1.-4.	6.20	Does the school district conduct routine school vision screening? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.18(8)(a)(b) and (c) PI 11.19(11)(a)(b) and (c) SS84.33(c)(2)	6.21	Does the LEA have an established board policy consistent with children's needs, statutes and rules for the transportation of EEN children? Comments:			
DHC Recommendation	6.22	Does the school district recommend health examinations for children before entry into certain grades? Comments:			
DHC Recommendation	6.23	Does the school district recommend more frequent health examinations for children in special education programs? Comments:			
DHC Recommendation	6.24	Are cumulative health records available to all school health professionals dealing with the child? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
DHC Recommendation	6.25	Is there a health professional involved in M-team evaluations when the child has a health problem? Comments:			
DHC Recommendation	6.26	Is a nurse involved in an annual review of health care needs of children with exceptional educational needs? Comments:			
DHC Recommendation	6.27	Is there current (within 1 year) medical information in the record on EEN children with health needs? Comments:			
DHC Recommendation	6.28	Do social workers provide casework relating to the medical and health needs of children with physical handicaps in the following areas: a. casework services to children and their families? b. casework services to school staff? c. casework liaison with community agencies such as 51.42/.437 boards; county departments of social services; etc.? Comments:			

Review Team Comments/Recommendations

LEA Comment/Response

Component #7.00 Confidentiality of Personally Identifiable Data

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Sec. 118.125(1)-(4) Sec. 121a.560 - 576	7.01	Does the LEA have written rules on confidentiality procedures published as a class 1 notice that includes: a. distinction between behavioral and progress records? b. provisions to make student records available to students, staff, and third parties? c. records maintenance and destruction provisions? 1. are all behavioral records destroyed 1 year after students graduate or last attend a school except with written permission to retain them? 2. are all progress records maintained for at least 5 years after last enrollment? 3. does the district inform the parents of EEN students when personally identifiable information in the record is no longer needed and destroy same at the request of parents? d. a records transfer policy that ensures timely transfer of student records to receiving school district?			
		Comments:			
Sec. 121a.561(a)(4) 99.6 Fed. Stats. (Family Education Rights and Privacy Act 1974)	7.02	Does the school district give annual notice to parents and adult students of their rights regarding student records that state: a. where a copy of the school's policy on records can be obtained? b. where a complaint may be filed if one believes a school district is not complying with the federal students' records law?			
		Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Sec. 121a.562(a) and (b)	7.03	Does the LEA policy provide parental access to all EEN pupil records related to the student's educational program or placement? a. does the LEA policy provide for honoring reasonable requests for explanations and interpretations of the records? b. does the LEA policy provide for supplying parents with copies of records upon request for free or at a reasonable charge? c. does the LEA policy provide for allowing the parents' representative to inspect and review records? d. does the LEA policy provide for the parent to receive the requested records within 45 days?			
		Comments:			
Sec. 121a.563	7.04	Does the LEA maintain a log of people other than students, their parents, and authorized LEA employees who have had access to educational records? (The access log should include name, date, and purpose.)			
		Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Sec. 121a.564	7.05	Does the LEA ensure that where a record contains information on more than one child that parents are only permitted to see that information which pertains to their child? Comments:			
Sec. 121a.565	7.06	Does the LEA provide parents, upon request, a list of the types and locations of education records collected, maintained, or used by the agency? Comments:			
Sec. 121a.567-569	7.07	Amendments to pupil records: a. does the LEA respond to legal legitimate parental requests to amend pupil records within a reasonable time after receipt of request? b. where the LEA refuses to amend are parents advised of their right to a hearing? c. does the LEA provide an opportunity for a hearing to challenge information in pupil records on the grounds that such information is inaccurate, misleading, or otherwise violates the privacy or other rights of the child? d. does the LEA upon completion of the hearing inform the parents of the results, their right to include a statement on the results, and make the necessary amendments (if any) to the records?			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
		e. does the LEA permit the parent to place in the pupil records a statement commenting on the information or setting forth reasons for disagreeing with the information? f. is that parent statement maintained as a permanent part of the pupil records and does it always accompany the disputed information? Comments:			
Sec. 121a.572(b)	7.08	Is one individual in each facility assigned responsibility for ensuring confidentiality? Comments:			
Sec. 121a.572(c)	7.09	Have all individuals collecting or using personally identifiable information received training/instruction on the federal and state confidentiality policies? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Sec. 121a.572(d)	7.10	Does the LEA maintain for public inspection a current and accurate listing of the names and positions of those employees who may have access to personally identifiable information? Comments:			
Sec. 121a.572(d) Letter to Dist. Admin. from Dr. Barbara Thompson 10-18-76	7.11	Is this list posted? Comments:			
Sec. 121a.573(a)	7.12	Does the LEA inform parents when personally identifiable information is no longer needed to provide educational services to the child? Comments:			
Sec. 121a.573(b)	7.13	Does the LEA destroy personally identifiable information that is no longer needed at the request of the parents? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.05(2)(e)	7.14	Do the pupil records include the following: a. signed parental consent for evaluation? b. M-team evaluation, reports, etc.? c. M-team findings and recommendations? d. placement decisions? e. IEP? f. medical prescriptions required to substantiate health treatment services? g. medical evaluations used to substantiate a determination of disability and handicapping condition? h. identifying information - name, birth date, sex, address/phone, parents? Comments:			
DHC Recommendation	7.15	Does the LEA maintain one central file at the building or district level which constitutes a complete file of all records related to the referral, identification and education of all resident children having exceptional educational needs? Comments:			
DHC Recommendation	7.16	Does the LEA have a written policy for securing parental permission prior to sharing information with other agencies? Comments:			

Review Team Comments/Recommendations

LEA Comment/Response

Component #8.00 Hearings and Appeals

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Sec. 115.81(1) Appendix D. Rules Chapter 115 Sec. 615(b)(1)(E) Sec. 121a.506 SS84.36	8.01	Are parents informed that they have the right to request a due process hearing regarding: a. appropriate placement in special education? b. nonplacement in special education? c. removal from special education? d. placement in a special education program which does not satisfactorily meet the child's EEN? Comments:			
Sec. 121a.505(b)(1) and (2)	8.02	Are notices: a. written in language understandable to the general public? b. provided in the parent's native language or other mode of communication? Comments:			
Sec. 121a.506(c)	8.03	Are parents informed of any free or low-cost legal and other relevant services available? (The Division for Handicapped Children recommends that this assistance should be in writing.) Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Sec. 121a.512(a)	8.04	Is a final decision reached in the hearing within 45 days of the receipt of a written request by the district clerk for such a hearing by the parents? Comments:			
Sec. 121a.512(d)	8.05	Is time and place of hearing mutually agreed upon? Comments:			
Sec. 115.81(4) Appendix D, Rules, Chapter 115 Sec. 615(b)(2)(d) Sec. 121a.508	8.06	Are parents informed in writing that they have the following rights: a. to bring counsel, friend or expert witness? b. to examine all school records upon which a decision was made relating to the child's educational program? c. to request that certain school personnel be present at the hearing and of their right to examine the school's witnesses? d. to choose a public or private hearing? e. to present findings from independently conducted evaluation? f. present evidence, cross-examine, compel attendance of witnesses? g. prohibit introduction of evidence at the hearing which has not been disclosed to that party at least five days before the hearing? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.06(3)(b)	8.07	Is notice of time and place specified 30 days prior to hearing? Comments:			
Sec. 115.81(7) PI 11.06(9) Sec. 615(c) Sec. 121a.510	8.08	Are parents advised orally and in writing that they have the right to appeal the recommendations of the hearing officer and the board's decision relating to the appeal? Comments:			
Legal Opinion "Legal Rights of Handicapped Pupils in Disciplinary Procedures", DPI Newsletter, August 1978	8.09	Does the LEA have a written policy in instances where a suspected or identified EEN student is to be suspended, specifying that the district will document, in each case, that the child is disruptive or is an immediate danger to him/herself or others? a. does the LEA make provisions for conducting a M-team staffing to determine if a more restrictive placement is necessary? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Legal Opinion "Legal Rights of Handicapped Pupils in Disciplinary Procedures," DPI Newsletter, August 1978	8.10	Does the LEA have a written policy in instances where a student is to be expelled, specifying that the behaviors precipitating the student's expulsion action have been demonstrated to be behaviors not consistent with those for which an EEN referral is made?			

Comments:

Review Team Comments/Recommendations

LEA Comment/Response

Component #9.00 Special Education Administrative Structure

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.11(5)(a)	9.01	Does the LEA have an established written plan for the administration of the special education program which is consistent with state statutes, rules, and policies?			
		Comments:			
PI 11.11(4)(a) and (b)	9.02	Does the Director of Special Education have authoritative responsibility for:			
		a. the development of inservice/staff development relating to exceptional education?			
		b. the recruitment/selection of special education personnel?			
		c. the preparation of the special education budget?			
		d. the transportation and related service arrangements necessary for EEN population?			
		e. the coordination of facilities and building modifications necessary for EEN population?			
		f. decisions related to M-team, IEP, and federal projects?			
		g. the confidentiality of data relating to EEN children?			
		h. public relations and information releases to community?			
		i. supervision of special education programs and personnel?			
		j. program evaluation?			
		k. other? Specify			
		Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.11(5)(a) PI 11.12(2)(e) PI 11.13(2)(g) PI 11.14(2)(g)	9.03	Are job descriptions written and available for all special education persons hired by the LEA? Comments:			
PI 11.11(5)	9.04	Does the LEA have an established policy regarding the annual evaluation of its special education program? Comments:			
PI 11.11(5)(b)	9.05	Does the LEA evaluate the performance and effectiveness of the special education administrative personnel? Comments:			
PI 11.11(4)(b)3.	9.06	Does the LEA administrative organization link special education and regular education? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
PI 11.11(4)(a) and (b) PI 11.12(4) PI 11.13(4)(a) PI 11.14(4)(b) DHC Recommendation	9.07	Does the LEA written plan or the contract for special education administration, identify and describe lines of authority and responsibility between: a. LEA Superintendent and Director of Special Education or designee? b. Director of Special Education and Assistant Directors/ Supervisors of Special Education? c. Directors/Supervisors of Special Education or Program Designee and Special Teachers? d. Contracted Director of Special Education and designated Local Coordinator of Special Education? Comments:			
PI 11.35(1)	9.08	Does the Director of Special Education have program and/or administrative responsibilities other than in the area of exceptional education programs and services? If so, specify: Comments:			
PI 11.11(4)(b)2. and Table 1	9.09	Is there an established policy at the LEA for the coordination of special education and related and support programs and personnel like school nurses, social work services, etc.? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
DHC Recommendation	9.10	Does the LEA have a written plan of cooperation with other public and private human service agencies in providing services for exceptional children:			
		a. has this plan been shared with the board?			
		Comments:			
PI 11.11(1)(a) thru (e)	9.11	Which of the following contractual arrangements is the local district currently using to provide EEN services:			
		a. none			
		b. 66.30			
		c. CESA			
		d. board resolution with county			
		e. combination of above. Specify.			
		f. other? Specify.			
		Comments:			
DHC Recommendation	9.12	Do the written contractual agreements of the LEA include at least the following components:			
		a. name of agency purchasing services?			
		b. description of services to be contracted?			
		c. duration of contract?			
		d. name of agency providing service?			
		e. designation of financial responsibilities?			
		f. evaluation procedures for services provided?			
		g. signature of contracted parties?			
		Comments:			

Review Team Comments/Recommendations

LEA Comment/Response

Component #10.00 Certification of Personnel and Staff Development

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Sec. 115.28(7)(c) Sec. 115.77(3)(d)3.	10.01	Does the LEA have appropriately certified special education personnel in areas of: a. administration? b. supervision? c. teaching? d. support services? Comments:			
Sec. 121.02(1)(c) PI 11.11(4)(b)4. Sec. 121a.380-384	10.02	Has the LEA established a procedure by which special education personnel assist in formulating a long-range inservice program relating to children with EEN for all professional and ancillary staff members? a. Is this procedure consistent with Section 121.02(1)(c), Wisconsin Statutes? b. Has the LEA (or cluster or CESA) established a comprehensive system of personnel development? c. Is inservice for EEN staff consistent with P.L. 94-142 requirements? Comments;			
DHC Recommendation	10.03	Has a working relationship been established between the Special Education Inservice Advisory Committee in the district P.L. 94-142 Plan and the local LEA Inservice Council or the Staff Development Committee? Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Sec. 121a.380-384	10.04	Under the P.L. 94-142 comprehensive training plan, does the LEA include all public and private school persons and members of committees dealing with exceptional children?			

Comments:

Review Team Comments/Recommendations

LEA Comment/Response

Component #11.00 Parent Involvement

(When completing the LEA self-analysis, or the site review, be sure to check the other components for parental involvement in other areas of the total EEN program.)

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Sec. 121a.380-384	11.01	Does LEA (or cluster) include parents on the Advisory Committee for the Comprehensive Training Plan?			
		Comments:			
Sec. 121a.381(a)	11.02	Under the P.L. 94-142 Comprehensive Training Plan, does the LEA include parents as participants in the inservice?			
		Comments:			
Sec. 121a.226	11.03	Does the LEA have a Special Education Advisory Committee which includes parents of exceptional children?			
		Comments:			
DHC Recommendation	11.04	Does the LEA keep parents informed of the total special education program using a combination of parent-teacher conferences, distribution of literature, parents' meetings, etc.?			
		Comments:			

Statutory and Rule Reference		Questions;	Yes	No	Needs Improvement
PI 11.33(2) Sec. 121a.345	11.05	Does the LEA utilize the IEP as a tool to report the student's progress to the parents?			

Comments;

Review Team Comments/Recommendations

LEA Comment/Response

Component #12.00 Building Facilities

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Sec. 504, SS84.22(a)	12.01	Is the district's program, when viewed in its entirety, readily accessible to handicapped persons? (Not every building or part of a building must be accessible but the program as a whole must be accessible.) a. Does the district ensure that physical barriers do not deny any specific EEN child access to an appropriate educational program under the least restrictive alternative doctrine in the LEA?			
		Comments:			
Sec. 504, SS84.23(a)	12.02	Are the district's new facilities (ground broken after June 3, 1977) or those where modifications affect or could affect the usability of the facility or part of the facility, readily accessible to and useable by handicapped persons?			
		Comments:			
Sec. 504, SS84.22(b)	12.03	What methods will be used to achieve program accessibility: a. redesign of equipment? b. reassignment of classrooms to accessible sites? c. assignment of aides? (not necessarily state-funded) d. alteration of existing facilities? e. construction of new facilities? f. reassignment of pupils to accessible sites when program is equivalent? g. a combination of above? Specify. h. others? Specify.			

Statutory and Rule Reference	Questions:	Yes	No	Needs Improvement
	Comments:			
Sec. 504, SS84.22(e)	12.04 If alteration or construction of facilities is to be done, has the district developed a transitional plan (to have been completed December 2, 1977) for necessary structural changes and/or construction to implement program accessibility?			
	Comments:			
Sec. 504, SS84.22(e)	12.05 If alteration or construction of facilities is to be done, is the district on schedule according to the time lines established in the transitional plan?			
	Comments:			
Sec. 504, SS84.22(e)	12.06 Did the planning process include an advisory committee of interested persons, handicapped persons, or members of handicapped persons' organizations?			
	Comments:			

Statutory and Rule Reference		Questions:	Yes	No	Needs Improvement
Sec. 504, SS84.22(e)	12.07	Is the transitional plan available for public inspection? Comments:			
Sec. 504, SS84.22(e)	12.08	Does the transitional plan identify: a. barriers? b. details of changes to be made? c. if time line exceeds one year, yearly schedule? d. person responsible for implementation of plan? Comments:			
PI 11.21(1)(e)	12.09	Do the school buildings and/or instructional facilities use appropriate settings for all special education programs? Comments:			

Review Team Comments/Recommendations

LEA Comment/Response

Summary Results

Special Education Program Components	Degree of Implementation (✓)		
	MEETS PRESENT LEA/ SEA/FEA STANDARDS	NEEDS SOME IMPROVEMENT	NOT YET IMPLEMENTED BY LEA
1. Screening and Referral			
2. Nondiscriminatory Testing and Evaluation			
3. M-team and Placement Procedures			
4. Educational Program and Least Restrictive Alternative			
5. Development and Implementation of the Individual Educational Program (IEP)			
6. Supportive and Related Services			
7. Confidentiality of Personally Identifiable Data			
8. Hearings and Appeals			
9. Special Education Administrative Structure			
10. Certification of Personnel and Staff Development			
11. Parent Involvement			
12. Building Facilities			

General Comments: Use Reverse Side

This LEA self-analysis report is submitted on behalf of the Board of Education for the _____ School District.
(Name of LEA)

by _____
Name and Title

Person(s) Completing LEA Self-analysis

_____
Name and Title

_____
Name and Title

_____
(Signature - District Administrator)